

## VIDEO DESCRIPTION - Classroom Observation COT (2019): Fraction

1. **Title:** Classroom Observation COT (2019): Fraction
2. **Link:** <https://youtu.be/KNcRWwF0I7k>
3. **Grade level/Subject:** Grade 3 – Mathematics
4. **Modality:** Face-to-Face Learning Modality
5. **Topic/subject matter discussed:** Expressing Fractions Using Regions
6. **Activity/activities that can be observed:**

The video observed showed a classroom instruction about “Expressing Fractions Using Regions”. Before starting the discussion, the teacher and the students greeted each other a good morning (**Greetings**).

### Review and Motivation

After the greetings, the teacher asked the students to settle on their seats. In order to assess if the students have learned something from the previous lesson, the teacher gave an activity where the students needed to stomp their feet if the fraction that she showed using a flashcard is equivalent to 1 and raise their hands if the fraction is equal to any number more than 1. The students answered most of the items correctly but if they gave the wrong answer, the teacher asked them additional questions that led them to the correct answer.

### Unlocking of Difficulties

After the review and motivation, the teacher gave the students a slight recall of what indicators the students needed to look out for to say that a fraction is equivalent or more than 1. The teacher showed an example to the students to further widen their understanding of the topic, saying that when a fraction’s numerator is bigger than its denominator, it is more than 1, and if it both the numerator and denominator have the same number, the fraction is equal to 1.

### Abstraction

The teacher proceeded by pasting the visual aid to the students. In this part of the lesson, she showed figures which were divided by lines and have some parts that were shaded. She asked the students what they thought of those shaded regions



meant, and the students answered that they were regions. She then proceeded in giving the example about the boiled egg, where she gave the students a scenario asking the question - what would be the size of the remaining size of egg if they give half of the egg to their friend. The students answered  $\frac{1}{2}$ , to which she acknowledged. She then integrated the lesson to values education, asking the students if it is right to share half of the egg to a friend who is hungry (***Integration of Subject Matter Across Disciplines***). The students agreed with the teacher and gave good reasons as to why they think it was right to share the egg with their friend.

### **Formative Assessment through Inquiry-Based Instruction**

As a form of assessment, the teacher constantly asked questions as she progressed developed the students' clearer understanding of the lesson, – extracting ideas from the students about the activities and/or the information she presented to the class. For example, after her activity where the students stomped their feet or raised their hands depending on the equivalent whole number of the fractions she showed, she asked the students the question “When is a fraction equal to 1?”. As the students answered this question, she asked corresponding questions to those who gave the wrong answer in order to lead them to the correct answer and praised those who answered right by asking the class to give them claps.

### **Group Activity #1 (Application)**

At the end of the discussion, the teacher gave a group activity for the students to apply what they have learned about expressing fractions using regions. In this activity, the students were divided into three groups named after fruits: Group Mango will draw the correct figures that corresponds to the fractions written on the material given by the teacher, Group Apple will fold the paper given by the teacher into 14 parts and color 5 regions of the folded paper, and Group Orange will color  $\frac{7}{12}$  of the paper she gave. This activity catered to the multiple intelligences of the students since their task is not confined within one intelligence type; instead, they were required to draw, create their own shapes, and color the paper given by the teacher.

### **Group Activity #2 (Application)**

After the group activity, the teacher gave another short activity where the students needed to match the fractions found in column A with the figures in column B that correspond to the fractions written in column A. The students were called one-by-one to go in front and draw a line to match the items in column A and column B. When they answered correctly, the teacher praised them and asked the students to do a



certain clap, if they gave the wrong answer, the teacher asked the other students as to what they think was the correct answer.

### **Providing Feedback to Improve Student Performance**

After the students presented their tasks in front of the class, the teacher instantly gave feedbacks – acknowledging their correct answers and correcting their mistakes – allowing the students to assess their own knowledge and skills and reflect on what they could've done right in order to get the correct answer.

### **Summative Assessment (Evaluation)**

At the end of the lesson, the teacher gave a short quiz where the students were required to color the parts of the region that corresponds to the fractions given. This time, the students needed to do this assessment individually for the teacher to see if they have really acquired knowledge and skills about expressing fractions using regions from the activities and discussions done in class.

## **7. Instructional task/s that can be observed:**

The teacher and the students followed a **classroom routine** where as soon as the teacher greeted the students, the students immediately stood up and greeted the teacher and their classmates before sitting down. As a form of **classroom management**, the teacher required the students to raise their hands whenever they wanted to answer. She then called the students by their last names as a form of permission to answer her question or the task posted on the blackboard. There was also an **organization of the learning environment** because the chairs of the students were properly arranged, the table of the teacher was in front, and when the students had group activities, the chairs were moved so that the students would have more working space.

For the **motivation** to get the students to pay attention to the lesson, the teacher asked them to stomp their feet when the fraction she stated is equal to 1 or raise their hands when the fraction is more than 1. This strategy was effective because the students were very participative and enthusiastic in answering her questions. This strategy was also used to manage the class because instead of chaotically answering her questions in chorus, the students were organized and disciplined while still being able to participate in the activity. As soon as the discussion progressed the teacher



asked the students questions to test their learning. For the **assessment** of student learning, the teacher gave a group activity where the students needed to draw, fold the paper, and color the correct figures to show the region of the figure that is indicated by the fraction given by the teacher. They were also assessed by requiring them to match the fraction on column A to its corresponding fraction on column B. As an **evaluation** of their learning, they were given a short quiz where they needed to color the region of the figure that corresponded to the given fraction.

From the start up to the end of the class session, the teacher was able to **Demonstrating Teacher Competencies like handling less satisfactory answers by asking developmental questions to build understanding from those answers.** When the students couldn't answer her questions correctly or gave answers close to the correct one, the teacher built up from those answers by asking developmental questions that led the students to the correct answer. For instance, when she asked the students on how many parts of the egg was given to the friend, a student answered "katunga" which was right but wasn't termed appropriately, so she asked what fraction is equal to "katunga", to which one student answered  $\frac{1}{2}$ . From this situation, it was observed that the teacher doesn't dismiss wrong answers, but instead builds the questions that'll lead to the correct answers from them, preventing the students from feeling ashamed of their wrong answers which might stop them from participating in the class.

## 8. Other features:

This video can be watched and downloaded from YouTube from Ms. Kimi Baguio's Youtube Channel. It can be accessed by typing Kimi Baguio on Youtube's search bar or clicking this link: <https://youtube.com/c/KimiBaguio7Nov>. This specific teaching demonstration is titled "Classroom Observation (COT) 2019: Fraction". Aside from teaching demonstrations, Ms. Kimi Baguio's Youtube channel contains informational videos about topics and subject matters on Filipino, Reading, and other teaching related topics.

9. **Key Words:** Teaching Demonstration in Mathematics, Face-to-Face Learning Modality, Elementary Education, Fractions, K to 12 Curriculum, Inquiry-Based Instruction



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